



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

A PARTIAL REPORT OF A STATE DIRECTOR

One of the field men of the American Education Department writes as follows:

"I am convinced as a result of my review of the schools of the state that it is overburdened with institutions—take for instance, the condition of the Hitite schools, the Amorite and the Hivite. The cause of education is seriously hampered by many weak schools where a few strong ones should exist.

"Do not think, for a minute, that I am one of those who wish to advocate large, strong schools only—far from it—I maintain the very opposite, and I am in favor of small schools. I wish our own school were much smaller than it is, but I see no virtue in smallness in itself. I am quite in favor of a considerable number of smaller schools but only provided each one is a real school, equipped and actually doing the proper work of a school. A large proportion of the schools of this state are small enough to satisfy anybody but at the same time they are unspeakably weak and ill-equipped, with no prospect whatever of improving and becoming better equipped and more capable for their task. Quite a number of them exist only because of local pride or interest which will not allow them to expire. The few pairs of shoes and nut sundaes that they purchase from the local merchants are sufficient incentive to induce the community to perpetuate institutions that cannot in any way compare with reasonably equipped and efficient high schools.

"I can name five schools in this state, all together possessing libraries and books of all kinds of such small number and slight value that I wouldn't think for a minute of paying two hundred dollars for the whole lot. How can we, with any conscience, give our encouragement to such fraudulent institutions."

Through the Other End of the Telescope

In an educational meeting a short time ago the president of a tax-supported university located in one of the states which has many colleges, said with emphasis: "There is not a single unnecessary college in our state. Some of them are not doing their best work and perhaps are failing to appreciate the nature of their task, but we need more institutions rather than fewer. No one of our colleges could be abandoned without serious loss to the educational interests of the state." This university president has recently shown that if the present rate of college enrollment continues for the next ten years and the tax-supported

institutions of that state increase by one hundred per cent their present facilities for taking care of students, there will still be thousands of young people applying for admission to college unprovided for. Speaking in general terms, it is probably true that most of the states will require, if not a multiplication of colleges, at least an enlargement of their facilities and a more adequate distribution. It is certainly true that there are in the United States a number of entirely unoccupied college fields.

At any rate the two points of view presented here indicate the fact that institutions will be called upon to justify their existence as well as the types of work they are undertaking to do. There is great need for the proposed work of the Association Commission on the Distribution of Colleges.

The College and Rural Life

As a concrete illustration of this problem of adjustment to environmental conditions it may be said that the American Education Department has been asked to contribute an article of about four thousand words to the Annals of the American Academy of Political and Social Science on the contribution of the church-supported schools to rural life interests. This article is to be based on new investigational data. It is to cover an environmental study of church-supported colleges showing which and what proportion are part of a rural situation; secondly, the degree to which rural life interests are at present represented in their courses of study; third, the degree to which their graduates have actually been directed by the college, or have gone in spite of the college, into positions of rural life leadership; fourth, a statement of the new ideals and efforts as represented by the subsidies of the Methodist Home Missions Board to schools of its denomination to get them to change their attitude and add specific instructional material in this direction; and finally, a generalization showing what ought to be the common attitude of such schools.

SPECIAL MENTION

It is expected that the revised preliminary Survey Volume of the Interchurch will come from the press about the first of April. This will contain a fifty-five page statement growing out of the American Educational Survey. These volumes will probably be distributed through the denominational Boards of Education.